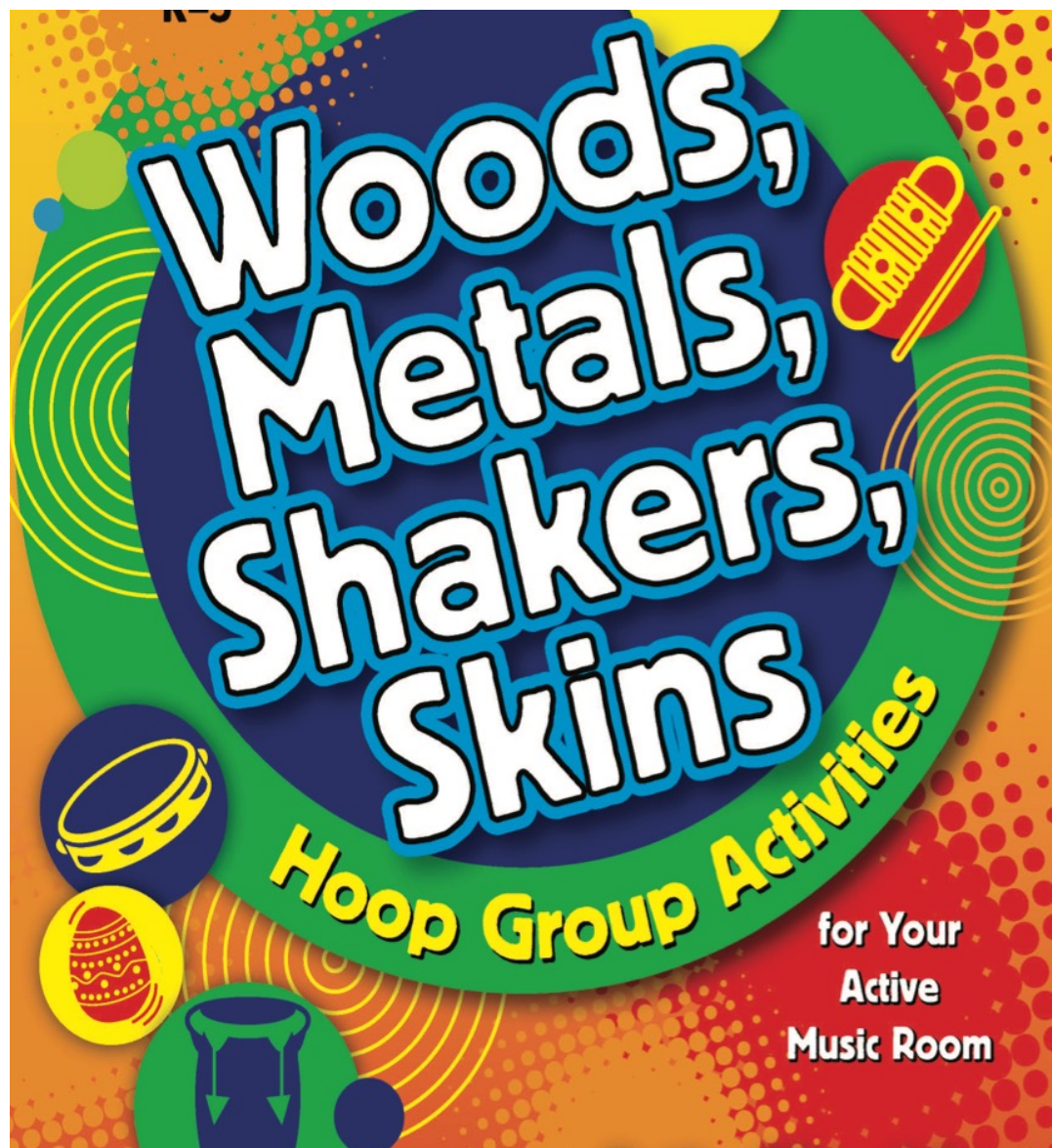


# PERCUSSION PARADE



**ARTIE ALMEIDA, CLINICIAN**



You see children **playing instruments,**

*I see:*

Following directions

Teamwork

Choice-making

Joint attention

Listening skills

Engagement

Independence

Sensory input

Turn-taking

Fine motor skills

Gross motor movements

Basic concept learning

*and much more!*

#MusicTherapyGoals

#AlliedHealthProfession

#BoardCertifiedMusicTherapist

[MusicTherapyEbooks.com](http://MusicTherapyEbooks.com)

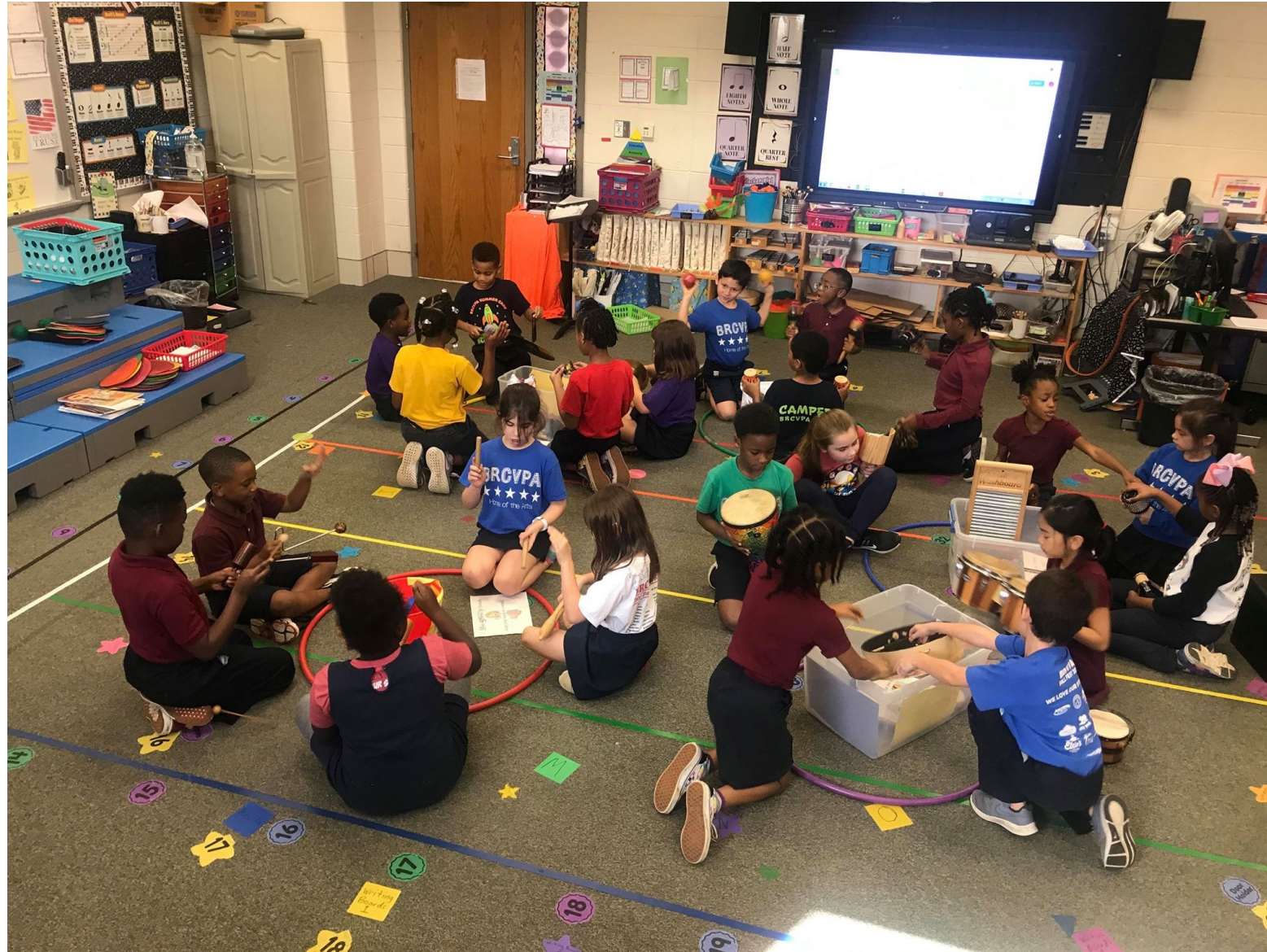




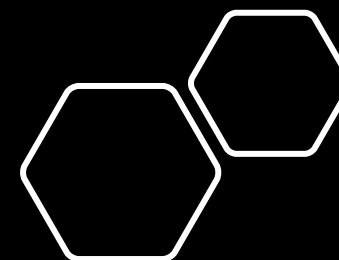


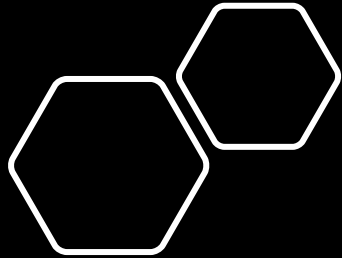










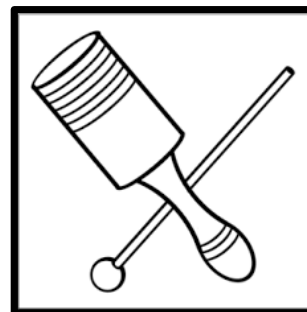






**BUCKET  
LABELS  
FOR  
HOOP  
GROUP  
STATIONS**

# WOODS



Instrument Bucket Label for Hoop Group Station #1



# METALS



Instrument Bucket Label for Hoop Group Station #2

# SHAKERS



Instrument Bucket Label for Hoop Group Station #3



# SKINS



Instrument Bucket Label for Hoop Group Station #4

# Artie’s Prep Talk

Here is the script I use to prepare students for this activity.

It’s time for Hoop Groups, my friends, and you will notice that we have four different timbres of non-pitched percussion waiting for you in our hoops. Please read the timbre labels with me: *(pointing)* woods, metals, shakers, skins. *Pause and demonstrate proper playing technique for the instruments in each hoop, also discussing how the sound is created. I always do this before I send the children to their starting hoops.*

Today we will be exploring these four timbres as well as focusing on steady beat, echoing rhythm patterns, and improvising. Who remembers the definition of **improvise**? *Field answers. I stress the following points to encourage artistic and musically pleasing improvisations, adapting for the age level of the students:*

- Listen to the steady beat of the music and create music of your own that honors that steady beat.
- Don’t play so loudly that you can’t hear the others playing.
- Music includes sounds *and* silences, so be sure to include both notes *and* rests in your improvisation.
- Don’t fall into the trap of just playing loud, fast notes. Be creative!
- Show the music in your body while improvising. Don’t move so much that your playing is affected, but show the feel of the music while you play.

*Display the visual.* There is a poem for each timbre. We will always begin with me performing the poem, immediately after which all of you will speak it. Listen to what that will sound like *(spoken rhythmically)*: First I say it, then your turn. Woods, woods, listen to the woods. Short sounds, crisp sounds, listen to the woods. *Children immediately respond with “Woods, woods, listen to the woods. Short sounds, crisp sounds, listen to the woods,” reading from the visual.*

Then I will play four rhythms in a row. You will echo each one after me, so be prepared with great posture, instruments up and ready, and an attitude of energy in your body. Let’s practice that part once together.

*Teacher claps and speaks each four-beat rhythm, immediately followed by children echoing. For the quarter rests, gesture with your arms but do not make any sound. Feel free to use any rhythm patterns you wish! Below are the ones I use for the initial experience. In future repetitions I change the rhythm patterns.*

4



Ta, ti - ti, ta, ta. Ti - ti, ti - ti, ta, ta. Ta, (rest) ta, (rest) Ti - ti, ta, ta, (rest)

Boys and girls, after we echo the four rhythm patterns, I will say, “Woods, it’s time to improvise!” and the students seated at the Woods Hoop Group will improvise for four measures.

Let’s practice four measures (16 beats) of improvisation, students. I’ll play the steady beat for you on my wood timbre instrument, and help you count the four measures. You clap some interesting improvisatory patterns.

*Continue in this fashion, practicing each of the four poems, then send students to the Hoop Group Stations and continue with step 3 of this lesson.*

# Play Percussion!

## A parody of Alouette

Play a steady beat while singing your part. (Do not play when you are not singing.)

### REFRAIN:

**All:** Play percussion,  
we will play percussion.  
Play percussion,  
we will play it now.

### VERSE 1:

**Teacher:** Can you play the woods right now?  
**Woods Group:** We can play the woods right now!  
**Teacher:** Woods right now?  
**Woods Group:** Woods right now!  
**All:** Oh, oh, oh, oh!  
(roll whole note on instruments)

### REFRAIN

### VERSE 2:

**Teacher:** Can you play the metals now?  
**Metals Group:** We can play the metals now!  
**Teacher:** Metals now?  
**Metals Group:** Metals now!  
**Teacher:** Woods right now?  
**Woods Group:** Woods right now!  
**All:** Oh, oh, oh, oh!  
(roll whole note on instruments)

### REFRAIN

### VERSE 3:

**Teacher:** Can you play the shakers now?  
**Shakers Group:** We can play the shakers now!  
**Teacher:** Shakers now?  
**Shakers Group:** Shakers now!  
**Teacher:** Metals now?  
**Metals Group:** Metals now!  
**Teacher:** Woods right now?  
**Woods Group:** Woods right now!  
**All:** Oh, oh, oh, oh!  
(roll whole note on instruments)

### REFRAIN

### VERSE 4:

**Teacher:** Can you play the skins right now?  
**Skins Group:** We can play the skins right now!  
**Teacher:** Skins right now?  
**Skins Group:** Skins right now!  
**Teacher:** Shakers now?  
**Shakers Group:** Shakers now!  
**Teacher:** Metals now?  
**Metals Group:** Metals now!  
**Teacher:** Woods right now?  
**Woods Group:** Woods right now!  
**All:** Oh, oh, oh, oh!  
(roll whole note on instruments)

### REFRAIN

*With rallentando, half-note roll,  
and quarter-note strike.*



# Play Percussion!

**Refrain** **All**




Play per-cus-sion, we will play per-cus-sion. Play per-cus-sion, we will play it now.

**Verse 1** **Teacher** **Woods**




Can you play the woods right now? We can play the woods right now!

**Teacher** **Woods** **All**



Woods right now? Woods right now! Oh, oh, oh, oh!

**Refrain** **All**



Play per-cus-sion, we will play per-cus-sion. Play per-cus-sion, we will play it now.

**Verse 2** **Teacher** **Metals**




Can you play the met - als now? We can play the met - als now!

**Teacher** **Metals** **Teacher** **Woods** **All**



Met-als now? Met-als now! Woods right now? Woods right now! Oh, oh, oh, oh!

**Refrain** **All**



Play per-cus-sion, we will play per-cus-sion. Play per-cus-sion, we will play it now.



**Verse 3**

22 **Teacher** **Shakers**  
 Can you play the shak - ers now? We can play the shak - ers now!

24 **Teacher** **Shakers** **Teacher** **Metals**  
 Shak - ers now? Shak - ers now! Met - als now? Met - als now!

26 **Teacher** **Woods** **All**  
 Woods right now? Woods right now! Oh, oh, oh, oh!

**Refrain** 28 **All**  
 Play per-cus-sion, we will play per-cus-sion. Play per-cus-sion, we will play it now.

**Verse 4**

32 **Teacher** **Skins**  
 Can you play the skins right now? We can play the skins right now!

34 **Teacher** **Skins** **Teacher** **Shakers**  
 Skins right now? Skins right now! Shak - ers now? Shak - ers now!

36 **Teacher** **Metals** **Teacher** **Woods** **All**  
 Met - als now? Met - als now! Woods right now? Woods right now! Oh, oh, oh, oh!

**Refrain** 39 **All** *rallentando* *(roll) All strike:*  
 Play per-cus-sion, we will play per-cus-sion. Play per-cus-sion, we will play it now.

Let's change  
Hoop Group Stations!  
(Travel Poem)

1-2-3-4

Scout your bootie  
'cross the floor

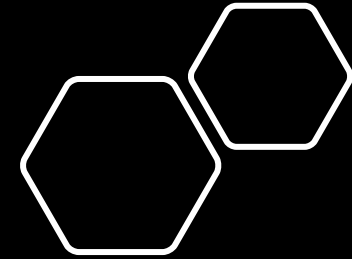
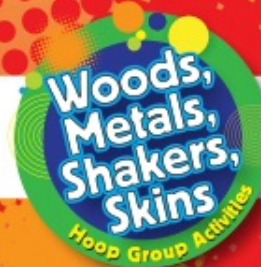
5-6-7-8

Hurry, don't be late!



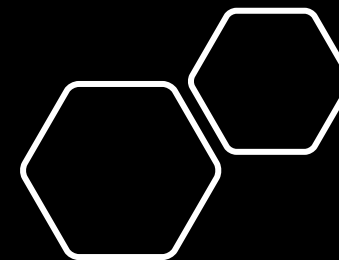
# Artie's Prep Talk for the Hoop Group lesson **IMPROVISE!**

From the publication *Woods,  
Metals, Shakers, Skins!*

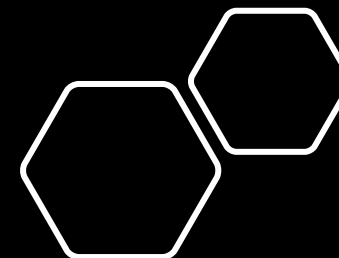




Listen to the steady  
beat of the music and  
create **music of your  
own** that **honors** that  
steady beat

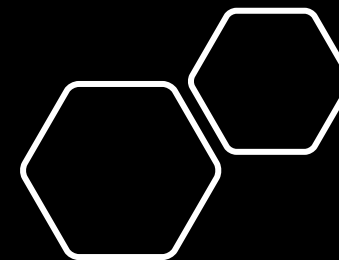


**Don't play so loudly  
that you can't hear  
others playing**





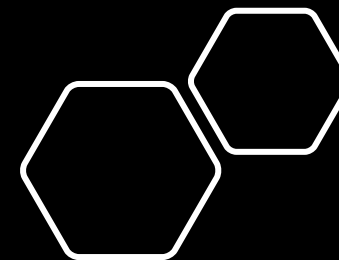
Music includes sounds  
and silences, so be sure  
to **include both notes**  
and **rests** in your  
**improvisations**



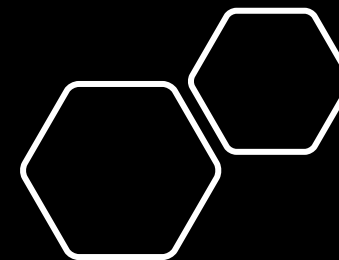


Don't fall into the  
trap of just playing  
fast notes . . .

**be creative!**



Feel free to **show the music in your body while improvising**, but don't move so much that the movement takes precedence over the music



# I-M-P-R-O-V-I-S-E

**Verse 1:** (*Teacher leads; students echo*)

Metals time for you to shine  
Play some music you design

**Refrain:** (*All*)

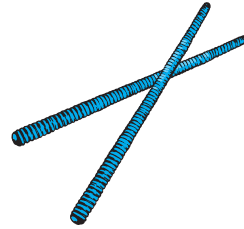
I-M-P, R-O-V, I-S-E,  
improvise!



**Verse 2:**

Metals sounded mighty good  
Move on over for the wood!

**Refrain**



**Verse 3:**

Shakers, time to have some fun,  
Play four measures,  
then you're done!

**Refrain**



**Verse 4:**

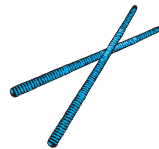
Drums, it's time to take your trip,  
Play some rhythms,  
make 'em hip!

**Refrain**



**Verse 5:**

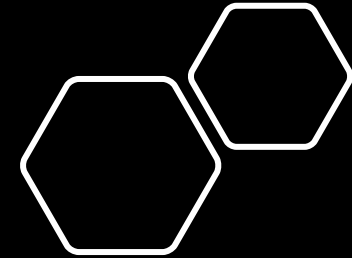
Improvising sure is fun . . .  
All will play and then we're done.



**Refrain**



*Round of instrument applause at end.*





# I-M-P-R-O-V-I-S-E

**Introduction** **Verse 1** *Teacher first time; students echo*

*This accompaniment continues throughout the piece.  
Consider temple blocks, congas, bongos, etc.*

Met-als, time for you to shine, Play some mus-ic you de-sign.

5 *All speak energetically!*

I - M - P - R - O - V - I - S - E, im-pro-vise! *Metals improvise for 15 beats;  
rest for 1 beat at the end.*

11 **Verse 2** *Teacher first time; students echo*

Met - als sound - ed might - y good, Move on o - ver for the wood!

13 *All speak energetically!*

I - M - P - R - O - V - I - S - E, im-pro-vise! *Woods improvise for 15 beats;  
rest for 1 beat at the end.*

19 **Verse 3** *Teacher first time; students echo*

Shak - ers, time to have somefun, Play four meas - ures, then you're done!

21 *All speak energetically!*

I - M - P - R - O - V - I - S - E, im-pro-vise! *Shakers improvise for 15 beats;  
rest for 1 beat at the end.*

27 **Verse 4** *Teacher first time; students echo*

Skins, it's time to take your trip! Play some rhy - thms, make 'em hip!

29 *All speak energetically!*

I - M - P - R - O - V - I - S - E, im-pro-vise! *Skins improvise for 15 beats;  
rest for 1 beat at the end.*

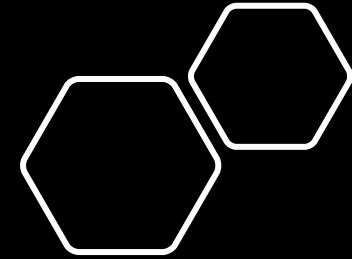
35 **Verse 5** *Teacher first time; students echo*

Im - pro - vis - ing sure is fun! All will play and then we're done!

37 *All speak energetically!*

I - M - P - R - O - V - I - S - E, im-pro-vise! *All improvise for 15 beats;  
rest for 1 beat at the end.*

*All roll then strike*



# Trepak

*Play 4 times:*

1x: Woods

2x: Woods Metals

3x: Woods Metals Shakers

4x: Woods Metals Shakers Skins



**B**

Woods

Metals

## Shakers

Skins



## Interlude

**Skins**



*Play 2 times:*

1x: Woods Metals

2x: Woods Metals Shakers Skins



**Coda**

All

(1)

(2)

(3)

(4)

(5)

(6)

(7)

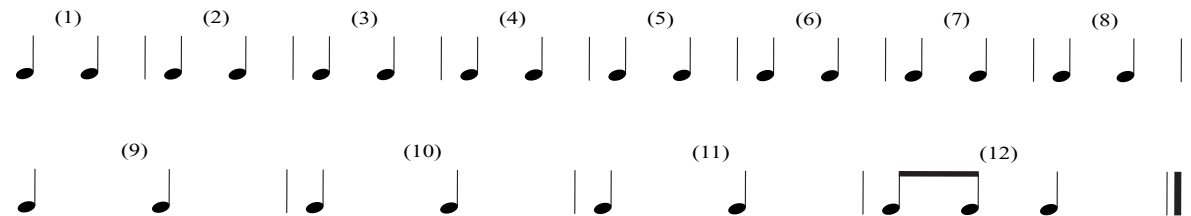
(8)

(9)

(10)

(11)

(12)



**Good musicians**

**think** ahead,

**look** ahead,

*and*



**listen** ahead!



## A LESSON FROM ARTIE'S PERCUSSION PARADE BOOK

### Happy

This non-pitched percussion routine will go with the song *Happy* by Pharrell Williams

0:02		15 times
0:25		16 times
0:50		16 times
1:13		16 times
1:37	<b>Jam Session!</b>	16 measures
2:01	<b>Steady Beat...Fade Out</b>	4 measures



# playtime



**Instrumental Pieces**

**Shirley W. McRae**





# Two Is Company

## A Section Visual



# **VOICE CHOICES**

**SOFT / LOUD**

**HIGH / LOW**

**MAD / SAD**

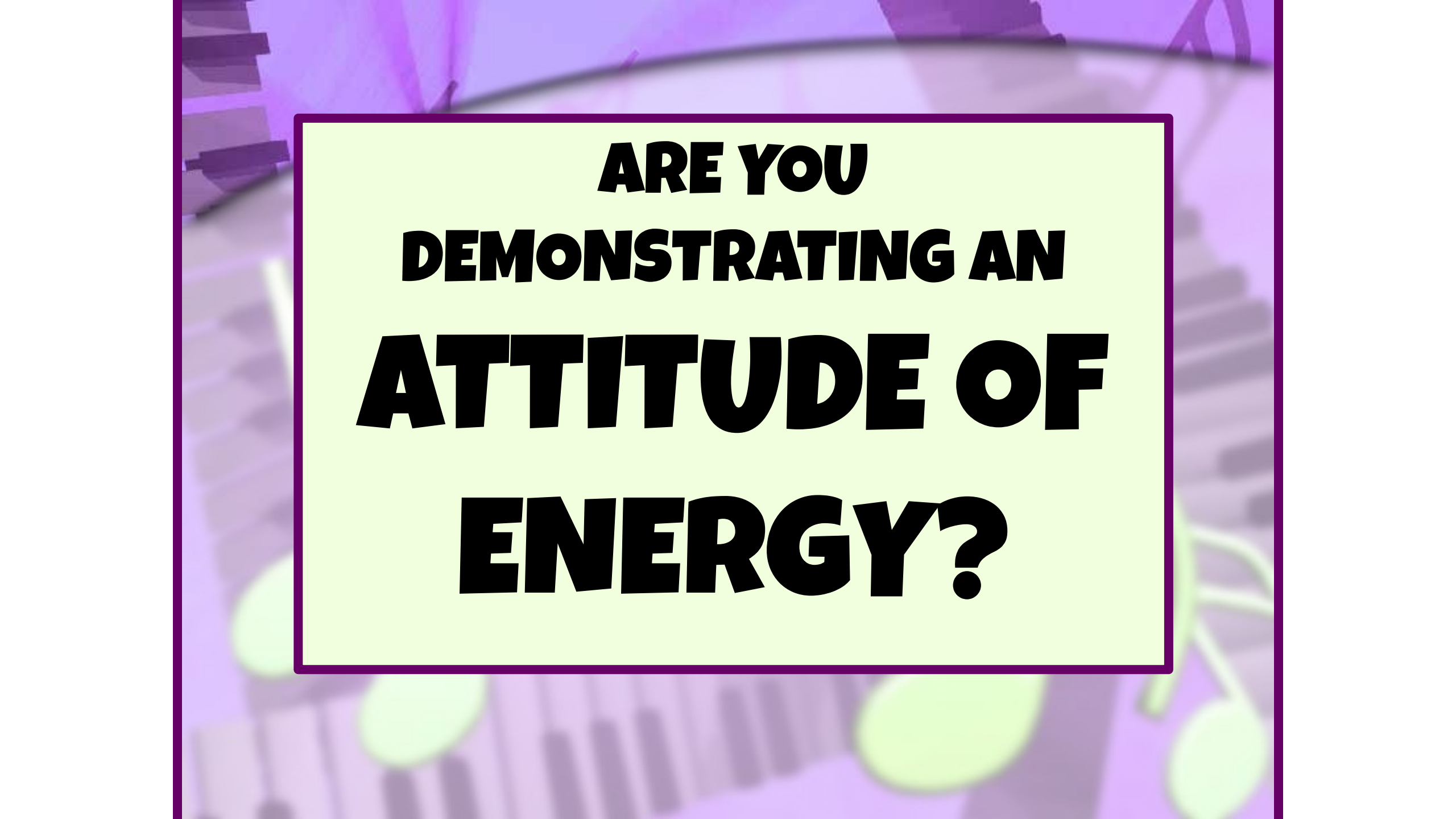
**SING-SONG**

**ROBOT**

**SCARY / SILLY**

**CREATE YOUR OWN!**





**ARE YOU  
DEMONSTRATING AN  
ATTITUDE OF  
ENERGY?**



# Two Is Company

## Two-Person Drum Score

Clap Partner's Hand

Partner's Drum

Your Own Drum

The musical score is written in 4/4 time and consists of three staves. The first staff, 'Clap Partner's Hand', shows a sequence of claps on the 2nd and 4th beats of each measure. The second staff, 'Partner's Drum', shows a sequence of drum hits on the 2nd and 4th beats of each measure. The third staff, 'Your Own Drum', shows a sequence of drum hits on the 1st and 3rd beats of each measure, with a 'Ti - Ti - Ta' pattern on the 2nd and 4th beats. The score is divided into four measures by vertical bar lines, and each measure ends with a repeat sign (:).

Clap

Theirs

Yours

Ti - Ti - Ta

Clap

Theirs

Yours

Ti - Ti - Ta.

# Two Is Company

## Three-Person Drum Score

The drum score is written for three parts: Drum to Left, Drum to Right, and Your Own Drum. It is in 4/4 time and consists of four measures. The notation uses a treble clef and a 4/4 time signature. Drum to Left uses a half note for 'Left' and a quarter note for 'Left'. Drum to Right uses a half note for 'Right' and a quarter note for 'Right'. Your Own Drum uses a half note for 'Yours' and a quarter note for 'Yours', followed by a triplet of eighth notes for 'Ti - Ti - Ta.'.

Drum to Left

Drum to Right

Your Own Drum

Left

Right

Yours

Ti - Ti - Ta.

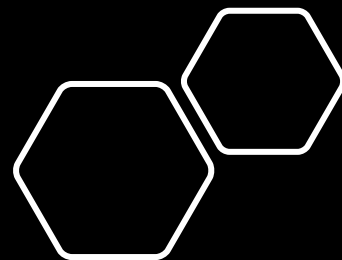
A scenic photograph of a mountain range. In the background, several jagged mountain peaks are covered in patches of snow under a clear blue sky. The middle ground is filled with a dense forest of evergreen trees, their green needles contrasting with the white snow and grey rock. The foreground shows more of the forest, with some trees appearing slightly out of focus.

# **Rocky Mountain Drum Game (Note Values)**











**Rumor has it that this song is really  
from the *SMOKY* Mountains.**





WHEN YOU ENTER THIS CLASS ROOM...

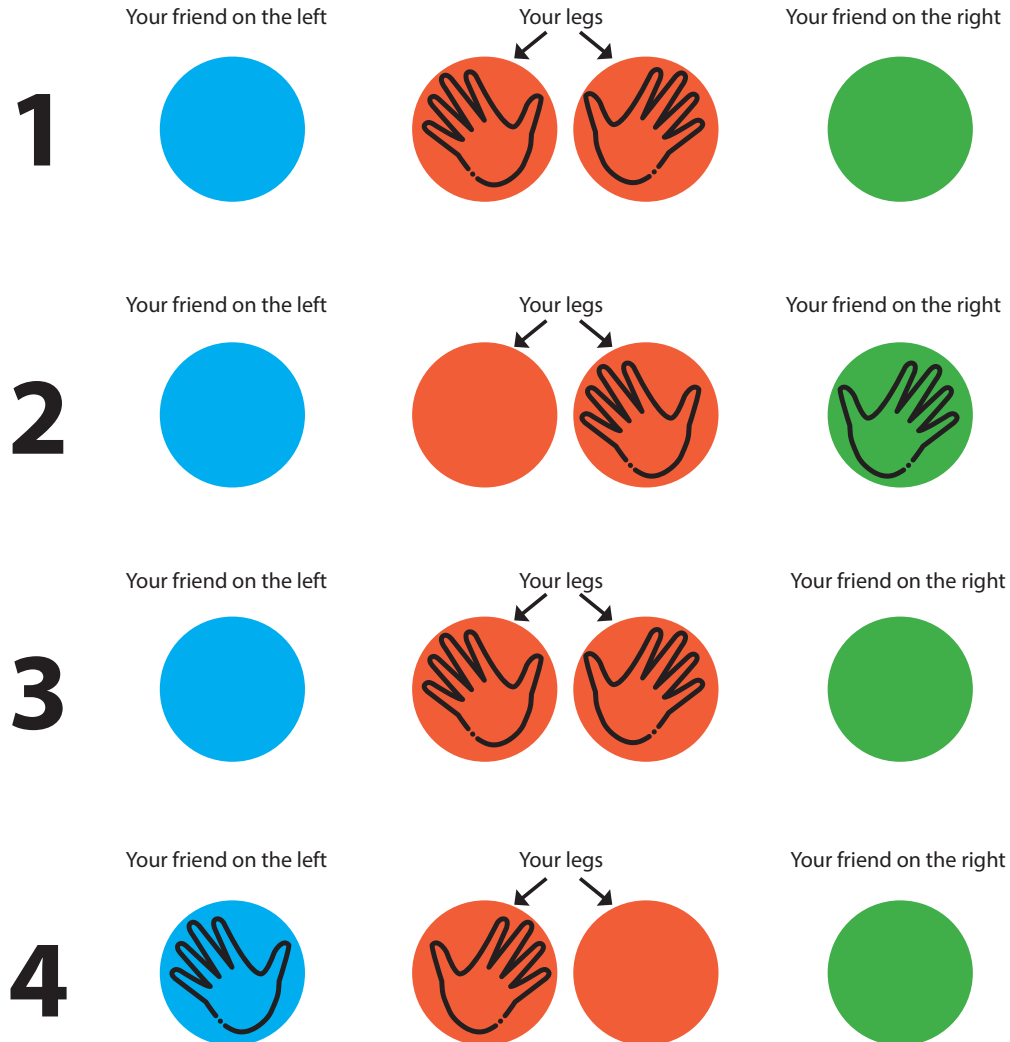
- You are **respectful**
- You are **responsible**
- You are **creative**
- You are **teamwork**
- You are **friendly**
- You are **kind**
- You are **happy**
- You are **smart**



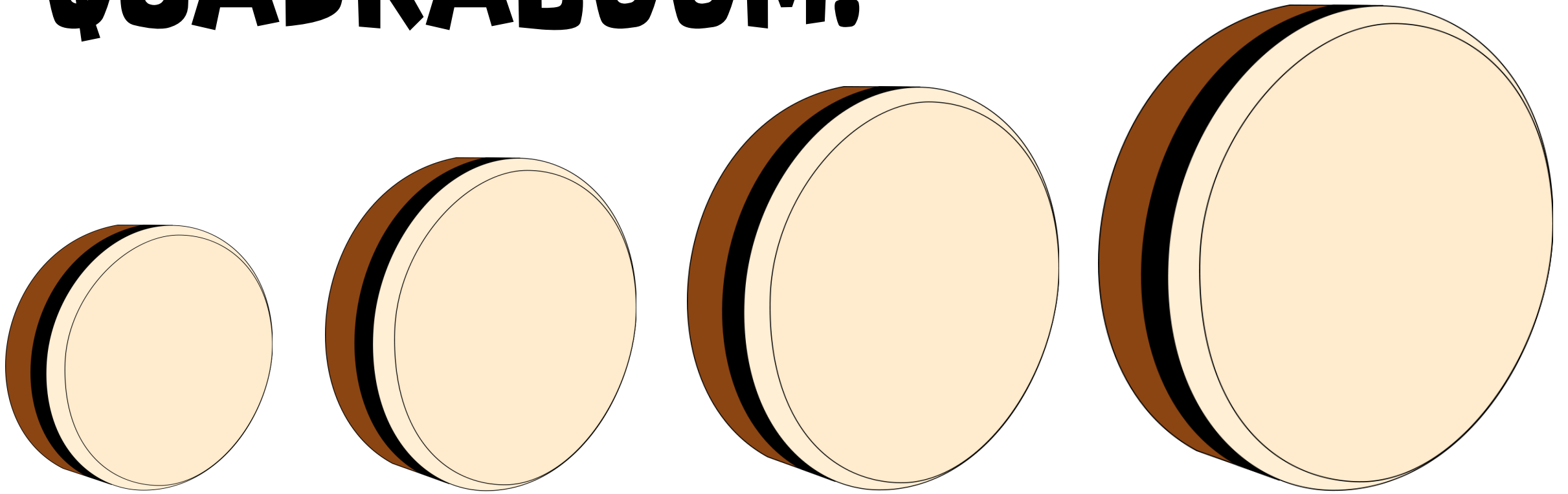
# Body Percussion Diagram

## for Rocky Mountain Drum Game

Here's where you'll pat on each measure:



# QUADRABOOM!



**FOUR GRADUATED SIZES OF HAND DRUMS**  
**FROM THE BOOK: PERCUSSION PARADE**  
**BY: ARTIE ALMEIDA**



Grades K-6

# Percussion Parade



Artie Almeida

# Percussion Parade

## Drums

*Kids love percussion instruments and you'll love the musicality and skills that are developed with these engaging lessons!*

**Crazy Eights:** Hand Drums or Large Drums (Grades 3–5)

**Rocky Mountain Drum Game:** Body Percussion and Hand Drums (Grades 3–5)

**Two Is Company:** Hand Drums (Grades 3–5)

**Lemonade Crunchy Ice:** Clapping Game and Hand Drums (Grades 3–5)

**Icka Backa:** Body Percussion and Hand Drums (Grades 2–5)

**P-E-R-C-U-S-I-O-N:** A Friendly Drum Battle (Grades 4–5)

**Down the Line, Soundin' Fine:** Large Drums (Grades 3–5)

**Meter Mash-Up:** Large Drums or Hand Drums (Grades 2–5)

**Best Day of My Life:** Large Drums (Grades 3–5)

**Quadraboom:** Four Graduated Sizes of Hand Drums (Grades 3–5)



## Assorted Non-Pitched Percussion

*Non-Pitched Percussion is affordable, accessible, and a powerful tool in a general music classroom!*

**Freeze, Pleeze:** Marching Band Freeze Game (Grades K–3)

**Pass the Timbre Hammer:** Instrument Identification Game (Grades K–5)

**Percussion Parade:** Non-Pitched Percussion Marching Band (Grades K–3)

**Here Are Quarter Notes:** A Hoop Group Lesson on Timbre (Grades 3–5)

**Primo Vere:** V. Ecce Gratum: Non-Pitched Percussion Score (Grades 2–5)

**Music for the Royal Fireworks:** Non-Pitched Percussion Processional (Grades K–5)

**Tony Chestnut:** Motions and Non-Pitched Percussion (Grades 3–5)

**Old Brass Wagon:** Body Percussion and Non-Pitched Percussion (Grades 3–5)

**Happy:** Rhythm Reading (Grades 1–5)

## Non-Traditional Percussion Instruments

*Mix things up with these unusual sound sources that are very motivational for young students!*

**Who Let the Dogs Out:** Plates (Grades K–3)

**Hungarian Dance #5:** Plates (Grades 3–5)

**Everything Is Awesome:** Plates (Grades 3–5)

**Popcorn:** Kickballs (Grades 3–5)

**National Emblem:** Kickballs (Grades 3–5)

**Surfin' USA:** Kickballs (Grades 3–5)

**Dynamite:** Kickballs (Grades 3–5)







# Quadraboom!



**Form: ABACA<sup>1</sup>**

©2018 Heritage Music Press, a division of The Lorenz Corporation. All rights reserved. The original purchaser of *Percussion Parade* has permission to project or print this file for use in his or her own classroom.



**MAKE THIS PERCUSSION PIECE A SHOWSTOPPER BY ADDING FIRESTIX!**

# Firestix Batteries (Available on Amazon)



# Quadraboom

## A piece for four graduated sizes of drums

**A** Strike drum heads with mallet:

[illegible]

**All drums play/move in unison:**

First time: Clicking on shell, move drums **up** slowly...

Second time: Clicking on shell, move drums **down** slowly...

Strike drum head:

**2**/**4**:| x x | x x | x x | x x | x x | x x | x x | x x | :||  
1    and    2    and    3    and    4    and    5    and    6    and    syn-co - pa ta.

**A** Strike head:

A<sub>1</sub>

Two musical staves showing rhythmic exercises in 2/4 time. The first staff has four measures: five eighth notes, eighth notes with a beam, eighth notes with a beam, eighth notes with a beam, and three quarter notes. The second staff has three measures: eighth notes with a beam, eighth notes with a beam, eighth notes with a beam, and three measures of eighth notes with a beam and an accent mark. Fingerings 1-5 are indicated below the notes.